

Function Based Individual Student Support

Lori Newcomer, Ph.D.
University of Missouri
OSEP Center on PBIS

Positive Behavior Support Defined

- “Positive behavior support” is the rational integration of:
 - (a) valued personal outcomes,
 - (b) science of human behavior,
 - (c) validated procedures, and
 - (d) systems change
 - ... to enhance quality of life, and minimize problem behaviors.

Behavior support is the design of effective environments

- Effective environments make problem behaviors irrelevant, inefficient and ineffective.
 - Irrelevant:
 - access to positive events is more common
 - aversive events are removed
 - Inefficient:
 - appropriate alternatives are available, taught, & honored (rewarded)
 - Ineffective:
 - Problem behaviors are not rewarded

Functional Assessment

Defined

- *Functional assessment is a process for identifying the events that reliably **predict** and **maintain** problem behavior.*

Functional Assessment places problem behavior in “context”

- Behavior - defined in observable terms
- Predictors/Controlling Antecedent Stimuli
 - cues, situations, events that set off (trigger) behavior
- Maintaining Consequences
 - what a person gets/avoids that keeps behavior recurring
- Setting Events/Establishing Operations
 - conditions, events that “set a person up” for problem behavior when a “triggering” cue/event occurs
 - operate by changing the value of consequences

Functional Assessment Outcomes

- Operational **Description** of Problem Behavior
 - Organized by response classes, behavioral routines
- Identification of events that reliably **predict occurrence and nonoccurrence** of problem behavior
 - Immediate antecedents and setting events
- Identification of **Maintaining Consequences**
- Hypothesis statement(s)
- Direct **Observation Data**

Assumptions

- Challenging behavior serves a function for the child.
- Challenging behaviors are context related.
- Effective interventions are based on a thorough understanding of the child and his or her problem behavior.

Basics

- *Behavior is learned.*
 - Do not assume children know the rules, expectations, or social skills.
 - Every social interaction you have with a child teaches him/her something.

Basics

- *Behavior communicates need.*
 - Children engage in behavior to “get” something or to “avoid” something.
 - Need is determined by observing what happens prior to and immediately after the behavior.

Applied Behavioral Analysis

- Concerned with the relationships between Behavior and the Teaching Environment
- “Functional Relationship”
 - *When “X” happens, there is a high degree of likelihood that “Y” will result*

Functional Relationships with the Teaching Environment

Events that precede behavior

- Events in the environment can “trigger” challenging behavior - they serve as cues for the student to perform a behavior because the student can predict the outcome when the cue is present

Functional Relationships with the Teaching Environment

Events that follow behavior

Following a student behavior the environment “gives” something to the student and student behavior maintains or increases -- what ever was given is reinforcing to that individual

Functional Relationships with the Teaching Environment

Events that follow behavior

- Following a behavior the environment allows the student to stop an activity or is removed from the situation and the student behavior maintains or increases -- the event the student is avoiding is aversive to that individual

The important concept to remember...

- Reinforcement has occurred ONLY if the behavior maintains or increases.

Examples of Reinforcement

Yes or No?

- Tom waits to use the water fountain.
- Tom waits to use the water fountain and the teacher gives him a thumbs up.
- Tom waits to use the water fountain and the teacher gives him a thumbs up. The next time the class goes to the water fountain, Tom waits quietly in line

Examples of Reinforcement

Yes or No?

- As Nathan and Shara argue over a toy, Nathan hits Shara. Shara lets go of the toy and Nathan takes it. Nathan hits peers more frequently during play time.
- As Nathan and Shara argue over a toy, Nathan hits Shara. Shara lets go of the toy and Nathan takes it.
- An Nathan and Shara argue over a toy, Nathan hits Shara.

Examples of Reinforcement

Yes or No?

- Lola cleans her room without being told and her mother lets her skip another chore.
- Lola cleans her room.
- Lola cleans her room without being told and her mother lets her skip another chore. Lola cleans her room again the next evening.

PART 2

CONDUCTING THE FBA

Conducting a Functional Assessment

Verify the seriousness of the problem

- A teacher can eliminate many classroom problems by consistently applying effective classroom management strategies
- Observations may indicate the solution rests in systematic changes in classroom practices

What is Behavior?

- Action or event that is observable, measurable and repeated
- Objective, precise language

Dimensions of Behavior

Dimension	Definition
Frequency	How often the behavior occurs
Duration	How long the behavior lasts
Latency	How long before student begins the behavior
Topography	Shape of the behavior; what it looks like
Locus	Where the behavior occurs
Force	Strength or intensity of the behavior

Key Questions:

- Is the behavior *observable*?
- Is the behavior *measurable*?
- Is the behavior *repeated*?

Defining the Target Behavior

- Behavior that is selected (targeted) for intervention
- General format for describing target behavior:
 - a) General descriptor for the behavior
 - b) Series of specific observable, measurable, and repeatable examples.

Target Behavior Examples

- The target behavior is destruction of classroom properties, which includes such behaviors as drawing in books, tearing worksheets, and breaking pencils.
- The target behavior is self-stimulation, which is defined as hand flapping, rocking, stomping while seated and head nodding.
- The target behavior is aggression, which is defined as pushing, hitting, and making verbal threats to peers.

Response class

- Behaviors that serve the same function.
- Can look very similar or very different
- Example: The target behavior is disruptive as demonstrated by *calling out, making comments* when someone else is speaking, and *talking to peers*.
- Nonexample: The target behavior is *arguing* with staff, *saying “no”* when told to do something, *sleeping in class, staring* out the window.

Selecting a Replacement Behavior

- Stated in terms of what you want the student to do
- Something the student can do or learn to do
- Supported by the natural environment

Dead Man's Rule

- If a dead man can meet the criteria, it's not behavior.
- The absence of behavior is not a replacement behavior.
- *Hugh will not talk out.*

Part 3

GATHERING INFORMATION

Gather Information

- Record Review*
- Environmental Inventory*
- Interviewing*
- Direct Observation*

Record Review

- Attendance
- Health history
- Onset of current problems
- Past services or interventions
- Effectiveness of previous interventions
- Previous educational functioning
- Previous assessments
- Sensory screening

Environmental Inventory

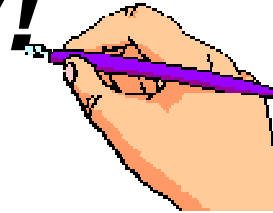
Is this an individual child...
or a classwide problem?

Interviews

(Indirect Assessment)

- Brief Functional Assessment*
- FACTS*
- Student Interview*

Activity!



Complete the FACTS

- Using the operationally defined problem behavior you previously identified, complete a FACTS for your target student.

In the activity packet

Direct Observation (Direct Assessment)

- A-B-C*
- Scatterplot*

A-B-C Assessment

SIMPLE FUNCTIONAL ASSESSMENT			
Time	Antecedents	Behavior	Consequences
2:30	Sue walked up to say "hi"	Screamed loudly	Sue cried and moved away
2:45	Beth started to tease	Screamed and hit his head	Beth left and got teacher

A-B-C Practice Example 1

- **Setting:**

Hallway between periods

- **Target Student:** Lance

- **Observation:**

Lance is walking toward his locker and sees 2 male peers looking at a magazine. Lance grabs the magazine, throws it, and runs away. The male peers yell and chase him down the hall. The three stop running

when they see the principal. The peers return to their locker. Lance continues down the hall. He pushes a female peer who is getting a drink of water. The peer screams when her face and hair get wet. Lance laughs and walks away as the peers call him names. Lance stops to talk to a male peer. Lance trips another peer who is walking down the hall. The pair laugh and continue down the hall.

**FUNCTIONAL
ASSESSMENT
OBSERVATION
FORM**

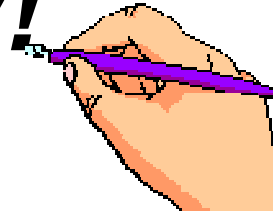
Date _____
Observer _____
Student Lance
School _____

Setting Information:

Hallway between periods.

Time	Antecedents	Behavior	Consequences
	2 peers looking at a magazine	L. walking toward locker - grabs magazine, throws it and runs	Peers yell and chase
	✓	L. stops running when sees principal	Peers return to locker
		L. pushes peer @ drinking fountain	Peer screams
	✓	L. laughs and walks away	Peer calls L. names
		L. talking with peer - trips student	Peer laughs

Activity!



A-B-C Assessment:

- Script the George and Betsy scenario in an A-B-C format.

A-B-C Practice Example 2

- **Setting:**
Children are working independently on science projects. Classroom is arranged by small tables with 4 students per table. George and Betsy are at the same table
- **Target Student:** George
- **Observation:**
Betsy calls George a “geek.”
- George glares back and Betsy smiles. George calls Betsy a “slime queen.” Betsy sticks out her tongue and George throws his pencil at her. After throwing his pencil, George screams and threatens her with his fist. Betsy smiles, and says “I dare you!” George hits her and pushes her to the floor. Betsy yells and the teacher comes over to separate the two.

**FUNCTIONAL
ASSESSMENT
OBSERVATION
FORM**

Date April 29, 1995
Observer Mrs. Fernandez
Student George
School Clover Leaf Elem.

Setting Information:

Children are working independently on science projects. Classroom is arranged by small tables with four students per table. George and Betsy are at the same table.

Time	Antecedent	Behavior	Consequences
	B. calls G. a geek	G. glares at B.	B. smiles
	✓	G. calls B. a slime queen	B. sticks out her tongue
	✓	G. throws his pencil at B. screams & threatens her	B. smiles and says "I dare you"
	✓	G. hits B. pushes her to the floor	B. yells & T. separates the two

I have been thinking of you
 and wondering how you are
 getting on. I hope you are
 well and happy. I have been
 thinking of you and wondering
 how you are getting on. I
 hope you are well and happy.

Scripte de 1890

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Part 4

DETERMINING THE FUNCTION

How many functions of behavior are there?

1. Positive Reinforcement

2. Negative Reinforcement

How many functions of behavior are there?

1. Positive Reinforcement

- + Social attention, access to activities and tangibles (positive reinforcement)
- + Sensory stimulation

2. Negative Reinforcement

- Escape or avoidance of aversive (unpleasant) stimuli/situations (negative reinforcement).
- Sensory stimulation

Function of Behavior

	Positive Reinforcement (Access Something)	Negative Reinforcement (Avoid Something)
Attention	Positive Reinforcement – Attention	Negative Reinforcement – Attention
Tangibles/Activities	Positive Reinforcement – Tangibles / Activities	Negative Reinforcement – Tangibles/Activities
Sensory	Positive Reinforcement – Sensory Stimulation	Negative Reinforcement – Sensory Stimulation

Writing a statement of function

- Why?
 - To provide information relevant to making effective intervention decisions
 - To clearly communicate the function of the behavior to other persons in crafting and implementing the intervention

Writing a statement of function

- How?
 - Analyze patterns of behavior based on record review, interviews and direct observation.
 - Include:
 - a. the antecedent
 - b. the student
 - c. the target behavior
 - d. the function(s) of the behavior
 - e. any brief information that may assist others to understand the statement

Consider...

- Does the hypothesis specify an environmental event that can be altered for an intervention?
- Is the hypothesis based on the data that have been gathered?
- Is there team consensus that the hypothesis is reasonable?

What antecedent events reliably precede problem behavior?

- When does the behavior occur?
 - What activities are taking place?
 - What people are present?
 - How is the environment arranged?

Are there antecedent events that are reliably associated with desirable behavior?

- When is the problem behavior absent?
 - What activities are taking place?
 - What people are present?
 - How is the environment arranged?

Are there setting events that reliably precede problem behaviors?

- What earlier events seem to make the behavior more likely?
 - Is the student experiencing physiological symptoms?
 - Is the behavior cyclic?
 - Have there been changes at home?
 - Is the student having interpersonal problems?

Do people respond to problem behavior in a way that is likely to encourage it?

- What happens following problem behavior?
 - Does the student escape or avoid a particular assignment or activity?
 - Does the student obtain a particular activity or item?
 - Does the student appear to receive sensory stimulation?

Example: Negative reinforcement - Attention

When peers in a group make comments about his lunch, Billy is physically aggressive (hits with closed fist and kicks) to avoid peer attention. That is, Billy is *removed from the lunchroom* or *peers stop making comments* (negative reinforcement – attention)

Example: Negative reinforcement - Activities

When working on a task for more than 15 min., Tia engages in destructive behavior (tips over her chair or desk) to avoid an activity. In other words, when Tia is destructive, she *gets a break from the work task* (negative reinforcement – tangible/activity)

Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequence

	Antecedents	Behaviors	Consequences
Grades K-2	<ul style="list-style-type: none"> •Teacher demand •Task difficulty •Lack of supervision •Lack of classroom rules •Little structure •No planned consequences •Transitions 	<ul style="list-style-type: none"> •Talking •Making noises •Moving around •Attention seeking •Fighting •Crying •Taking others' things 	<ul style="list-style-type: none"> •Teacher attention •Peer attention •Escape from work •Tangibles
Grades 3-5	<ul style="list-style-type: none"> •Teacher demand •Confrontation •Task difficulty •Lack of supervision •Lack of classroom rules •Little structure •No planned consequences •Transitions 	<ul style="list-style-type: none"> •Talking •Making noises •Moving around •Attention seeking •Noncompliance •Fighting 	<ul style="list-style-type: none"> •Teacher attention •Peer attention •Escape from work
Grades 6-12	<ul style="list-style-type: none"> •Teacher demand •Confrontation •Task difficulty •Lack of supervision •Lack of classroom rules •Little structure •No planned consequences •Transitions 	<ul style="list-style-type: none"> •Disrespect of authority •Talking •Moving around •Attention seeking •Noncompliance •Fighting •Leaving school 	<ul style="list-style-type: none"> •Escape from school •Escape from task •Peer attention •Status among peers •Teacher attention •Access to tobacco •Access to drugs •Access to alcohol

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Antecedent Events (Fast Triggers):

Changes in the environment

Availability & organization of materials

Opportunity for choices

Times of day/activities

Clarity of expectations

Reinforcement of expected behavior

Nature of interactions (tone, proximity, contact)

Amount & type of attention (peer, groups, adult)

Access and quality of assistance, supervision

Activity/task clarity

Student's ability matched to the tasks assigned

Length of engagement

Pace of instruction

Hunger, fatigue, thirst, discomfort

Setting Events

(Slow triggers.....removed in time)

- Listen for...
- Ask about...
- Investigate...

Broader issues
that may be
influencing
behavior

Setting Events (*slow triggers*) are situations unique to an individual that:

- Make the problem behavior more intense or more likely to occur (e.g. illness, fatigue, hunger, social conflict).
- Momentary change the value of reinforcers (e.g. praise is less effective, peer attention is more reinforcing, work completion is less important).

Setting Events (Slow Triggers)

Argument with parent or sibling at home
Previous upset/conflict/emotional concerns
No breakfast
Exclusion on playground
Past failure with subject matter
Unsupervised situations → conflict, loneliness
Bus ride

Consequence:

- Any event or stimulus that occurs after a behavior.
- The purposes of an FBA are to identify what actually happens after the target behavior and then determine which one or combination of these events are maintaining (i.e., reinforcing) the behavior.

Consequence Events

Consequence events **follow** and **maintain** or **increase the likelihood** of a behavioral event.

- *Following Mark's verbal non-compliance, the **teacher turns** and gives directions to another student (Mark avoids having to comply).*
- *When Sarah uses verbal profanity, her **peer starts to argue** with her (peer attention is increased or received)*

Conducting a Functional Assessment

Maintaining Consequences

- Get social attention / reward
- Get physical objects / activities
- Get automatic sensations
- Escape / avoid aversive social contact
- Escape / avoid aversive activity / external stimulus
- Escape / avoid aversive automatic sensation

Conducting a Functional Assessment

Get/Acquire Positive Reinforcement	Escape/Avoid Negative Reinforcement
<ul style="list-style-type: none">• Receive attention from adults or peers• Receive tangible objects or access to preferred activities• Get automatic sensations	<ul style="list-style-type: none">• Escape attention from adults or peers• Avoid aversive tasks or responsibilities• Avoid automatic sensations

Maintaining Consequences:

Social reaction/attention

Proximity of contact

Changes the sequence of activities/routines

Clarifies expectations

Increased assistance from adults or peers

Access to materials, activities, food/drink

Sensory stimulation or reduction

Changes the physical environment

Allows space or movement

Delays activity/event

Avoids negative peer attention, ridicule

- Think of two behaviors that you deal with in the classroom.
- What are the antecedents and consequences that effect the occurrence of those behaviors?
- Can you identify changes in the antecedent or consequence that would alter the likelihood that the behavior would occur?

FUNCTIONS OF BEHAVIOR

	POSITIVE REINFORCEMENT (GET)	NEGATIVE REINFORCEMENT (ESCAPE/AVOID)
<i>ATTENTION</i>		
<i>TANGIBLE OR ACTIVITY</i>		
<i>SENSORY</i>		

Developing a Testable Hypotheses

- A team approach
- an objective “best guess” about a behavior and the conditions under which it is observed.
- a statement regarding the likely *functions* of the problem behavior and the *context* (social and environmental conditions) in which it is most likely to occur.

Testable Hypothesis

Testable hypothesis statements are composed of information about the relationship among

antecedents (A)

problem behavior (B)

maintaining consequences (C)

Explanatory Fiction vs. Testable Explanations

- *Non specific statements about possible functional relationships in which the independent variable is not observable or manipulable or is simply a restatement of the dependent variable.*

VS.

- *Specific statements about possible functional relationships in which observable/ manipulative variables are indicated.*

Testable Hypothesis Practice

- EXAMPLE:

- *When he misses breakfast and peers tease him about his walk, Caesar calls them names and hits them. The teasing stops.*

Testable Hypothesis Practice

S.E.		A		B		C
Misses breakfast	→	Peers tease him	→	Name calling & hitting	→	Teasing stops

- Caesar hits other students because he is emotionally disturbed.
- *When he misses breakfast and peers tease him about his walk, Caesar calls them names and hits them. The teasing stops.*

Explanatory Fiction vs. Testable Explanation

Example:

- When she is anxious, Camilla becomes spacey.
- *Camilla stares off into space and does not respond to teacher directions when she doesn't know how to do a difficult math problem. Her teacher removes the work.*

Testable Hypothesis Practice

S.E.		A		B		C
	→	Difficult math	→	Stares off Off task	→	Teacher removes the work

Explanatory Fiction vs. Testable Explanation

Example:

- Because she has more status than her peers, Cleo bullies them.
- *Cleo tells her friends what to do because they comply with her requests and follow her around the school yard.*

Testable Hypothesis Practice

S.E.		A		B		C
	→	With group of peers	→	Tells people what to do	→	Comply and follow her around (peer attention)

Explanatory Fiction vs. Testable Explanation

Example:

- When he is motivated, Chuck does his work.
- *When his teacher gives him clear directions and praises him privately, Chuck completes his work.*

Testable Hypothesis Practice

S.E.		A		B		C
	→	Clear directions	→	Task comple- tion	→	Private praise

What about power & control?

- How might power and control impact the student's opportunity to receive attention from others?
- How might these behaviors impact the student's ability to obtain tangibles?
- How might these behaviors impact this student's ability to avoid social and/or academic situations?
- How might these behaviors result in the student's increased perception of self-esteem?

Generating Summary Statements

Contains 3 pieces of information

1. Events that occur prior to the target behavior, including setting events when relevant
2. It describes the target behavior
3. It identifies the presumed function (maintaining consequence)

Examples of Summary Statements

Immediate situation (A)

- When Perry is getting little attention in a large group in the classroom,

Problem Behavior (B)

- he is likely to shout profanities and throw things

Maintaining Function (C)

- to get peer attention.

Distant event (Setting Event)

- The less attention Perry has received during the day, the more likely this pattern is to occur.

Examples of Summary Statements

When Michael begins to have difficulty with a reading or math assignment (A),

he will put his head down, refuse to respond and close his books (B),

to try to avoid having to complete the assignment (C).

The likelihood of this pattern increases if Michael has received teacher reprimands earlier in the day (SE).

- When given a difficult assignment, Linda engages in disruptive behavior to escape the task.
- When a classmate is playing with a toy Mary wants, she engages in aggression to obtain the toy.
- When Nanci did not sleep well and is left unattended, she engages in self-injury to get attention.

Building a Hypothesis...

- When this occurs (describe the situation)...
- The student does (describe behavior)...
- To get or to avoid (describe consequences)...

ASK

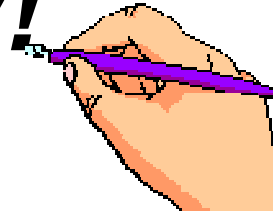
- *In what circumstances is the behavior most likely to occur?*
- *Are there variables that appear to be affecting the student's behavior (curricular issues, medical problems)?*

Sample Hypotheses / Summary

During independent or small group work (*SE*), when Joey is left unattended by teacher for longer than 5 mins. (*A*) he leaves his seat/area (*B*) to obtain adult attention (*C*).

Joey's out of seat behavior will be decreased if praise for appropriate behavior while in his seat is increased, he is taught to self-monitor his behavior, and staff ignore out of seat behavior.

Activity!



Write a preliminary hypothesis for your target student.

Remember, this hypothesis is not data-based! It is simply a best guess based on the information you have.

Confirm FA Hypothesis

- Direct Observation in Natural Conditions
 - When problem behavior occurs is it preceded by predicted antecedents, and associated with presumed maintaining consequences?
 - Does problem behavior occur during anticipated routines?
- Tools
 - ABC Charts
 - Scatter Plot
 - Functional Assessment Observation Form

Confirm the Hypothesis

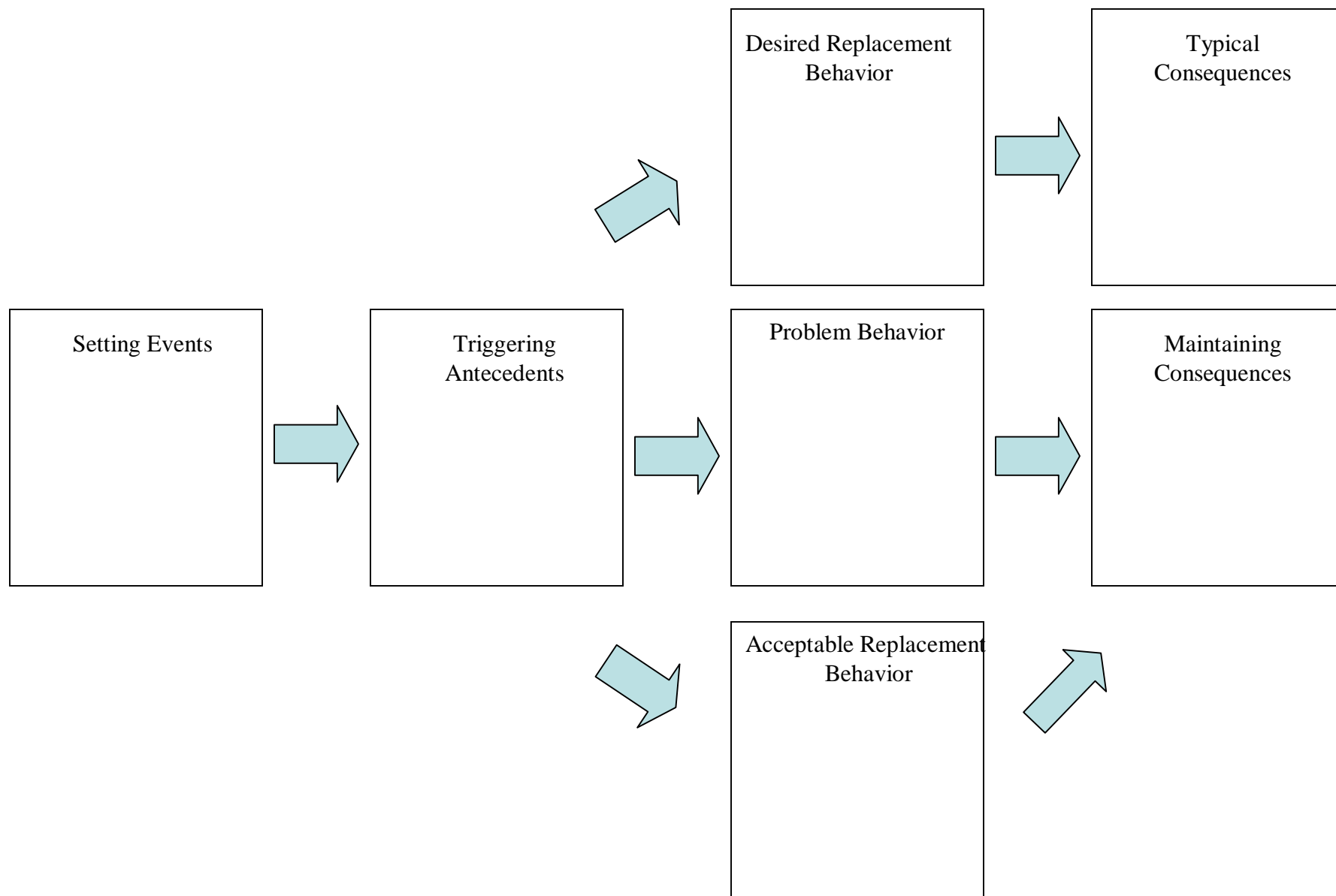
- Direct observation in natural context is used to confirm and support the hypothesis
 - Is problem behavior preceded by predicted antecedents and associated with presumed maintaining consequences?
 - Does problem behavior occur during anticipated routines?

4. Designing Support Plans

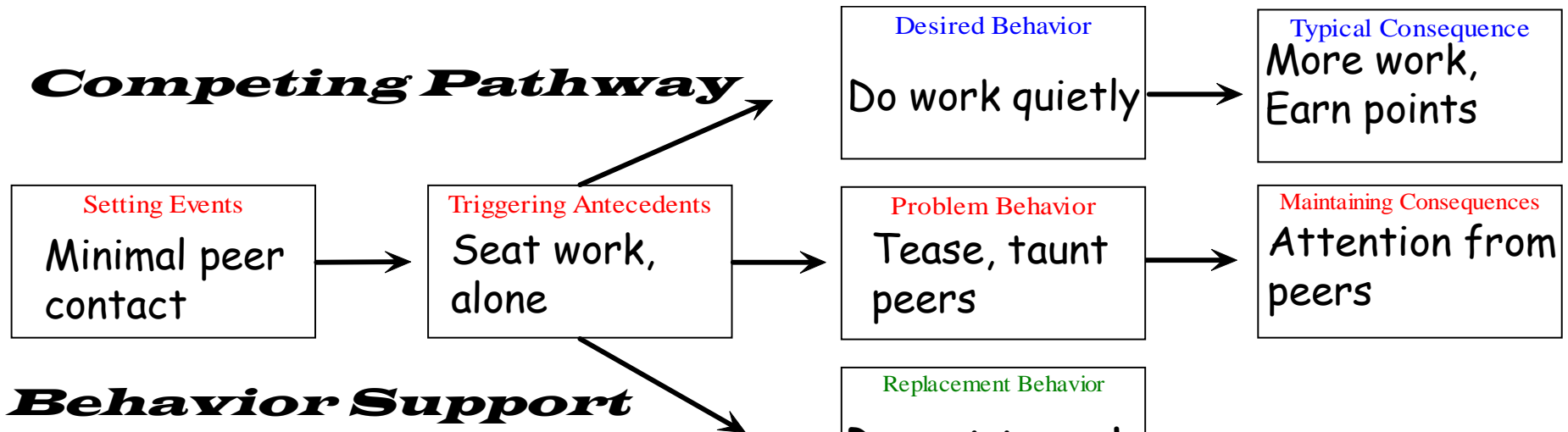
- Competing behavior model
- Multicomponent intervention planning
- Generalization and maintenance
- Contextual fit

BIP Components

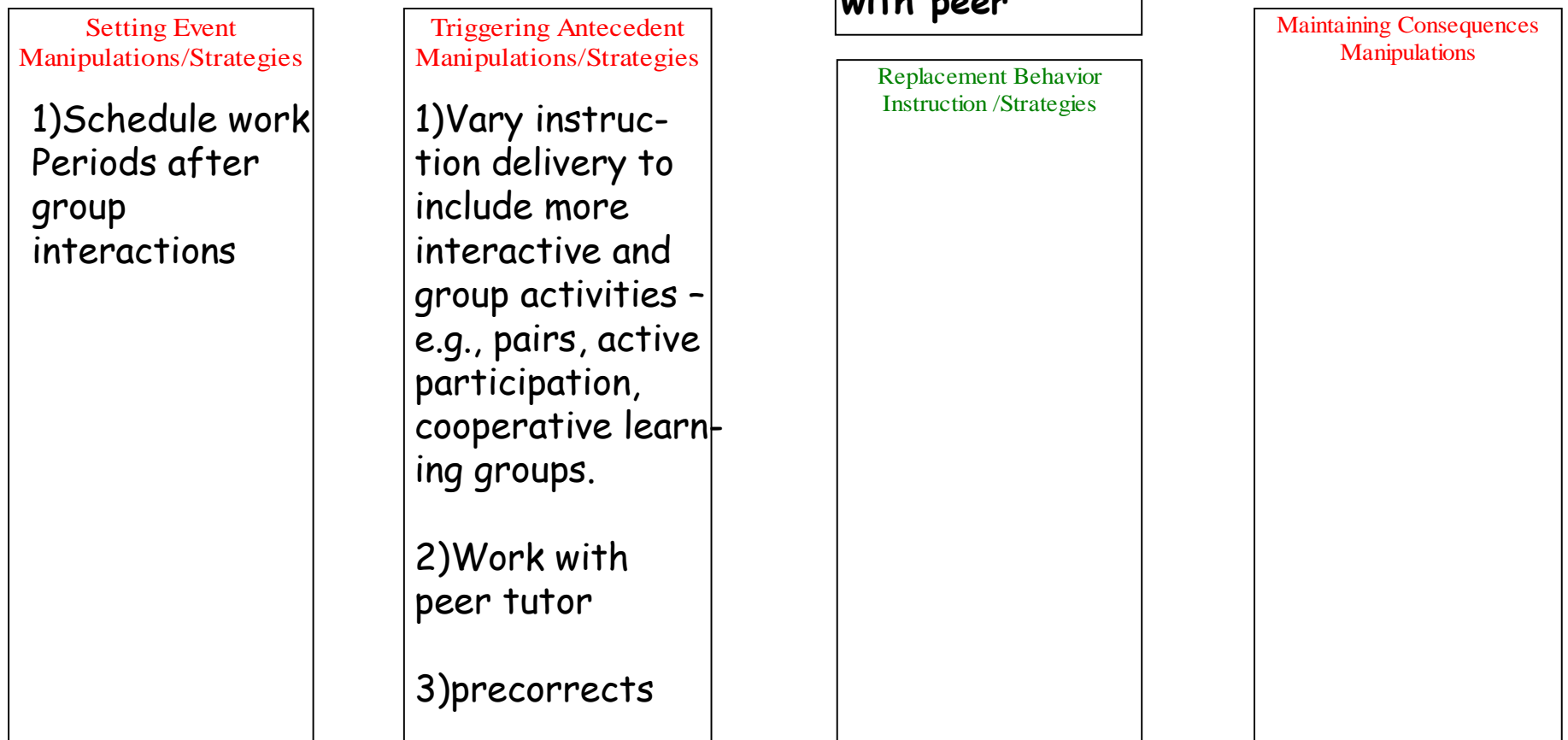
- Behavioral Definitions
 - Target and replacement
- Baseline Data
- Function of the Behavior
- Behavioral Objective
- Intervention Procedures
- Data to be Collected
- Program Review Date
- Personnel and Roles
- Emergency Procedures



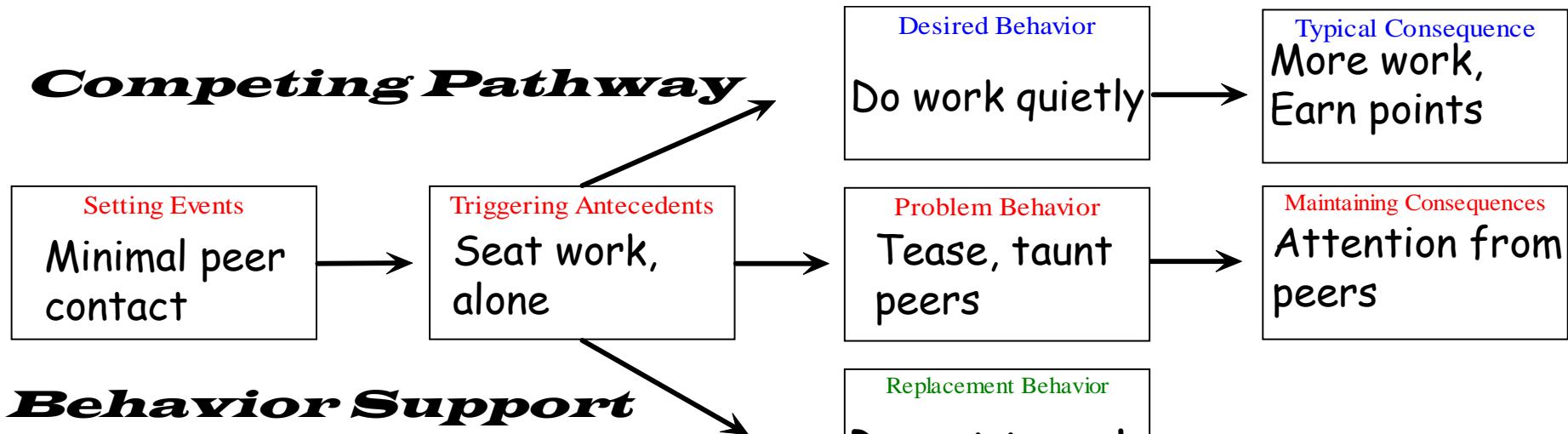
Competing Pathway



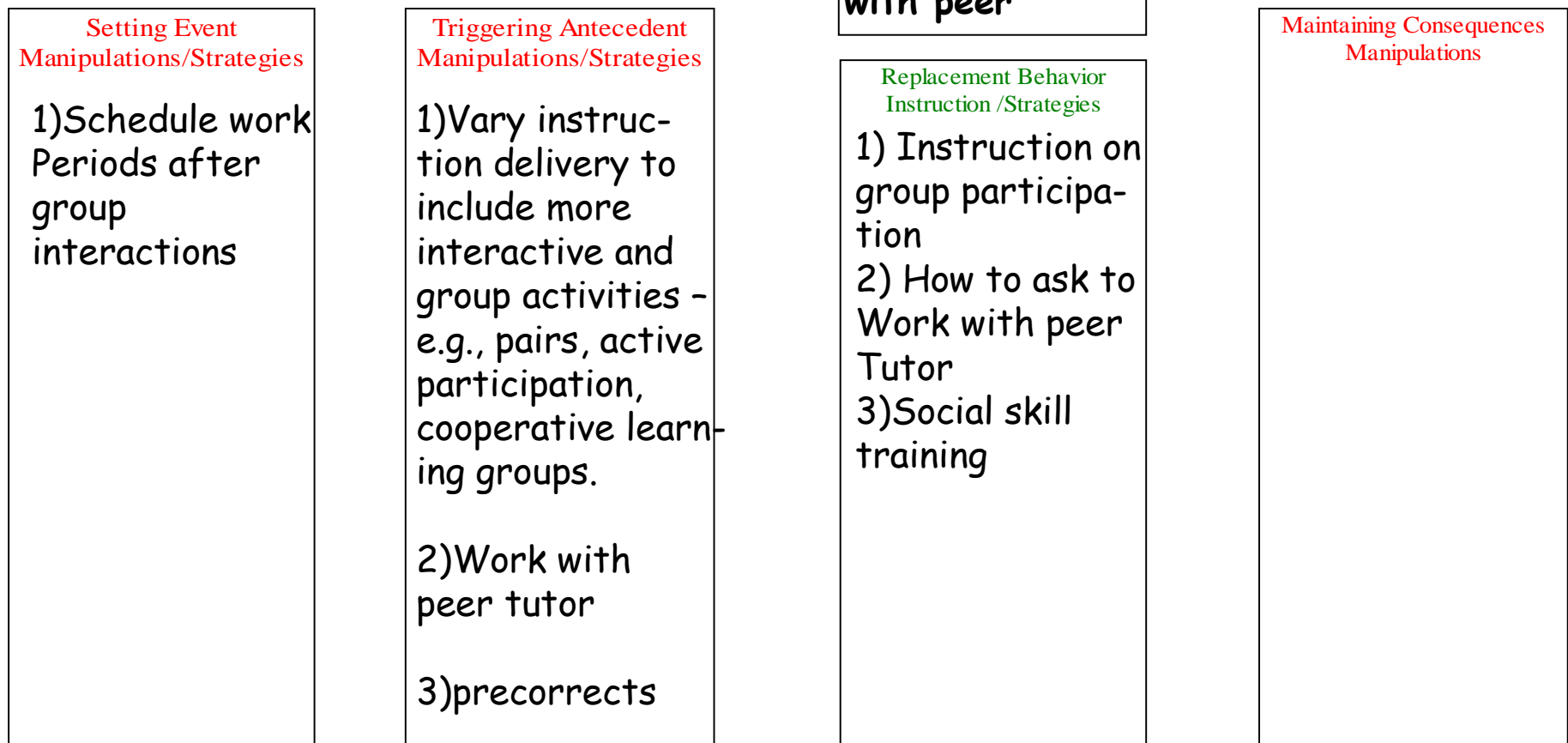
Behavior Support Planning



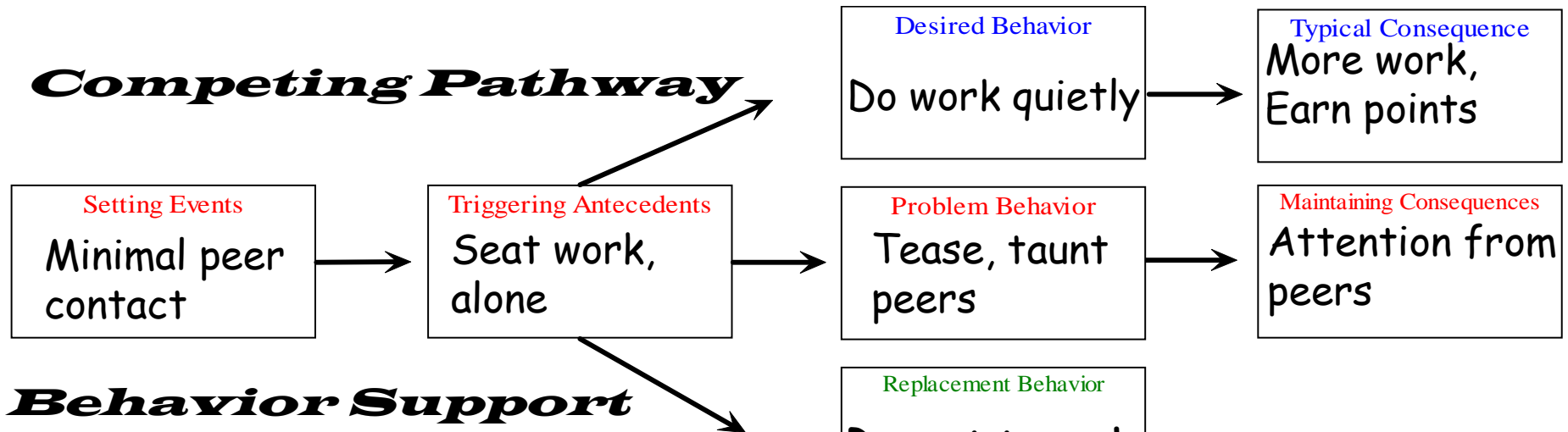
Competing Pathway



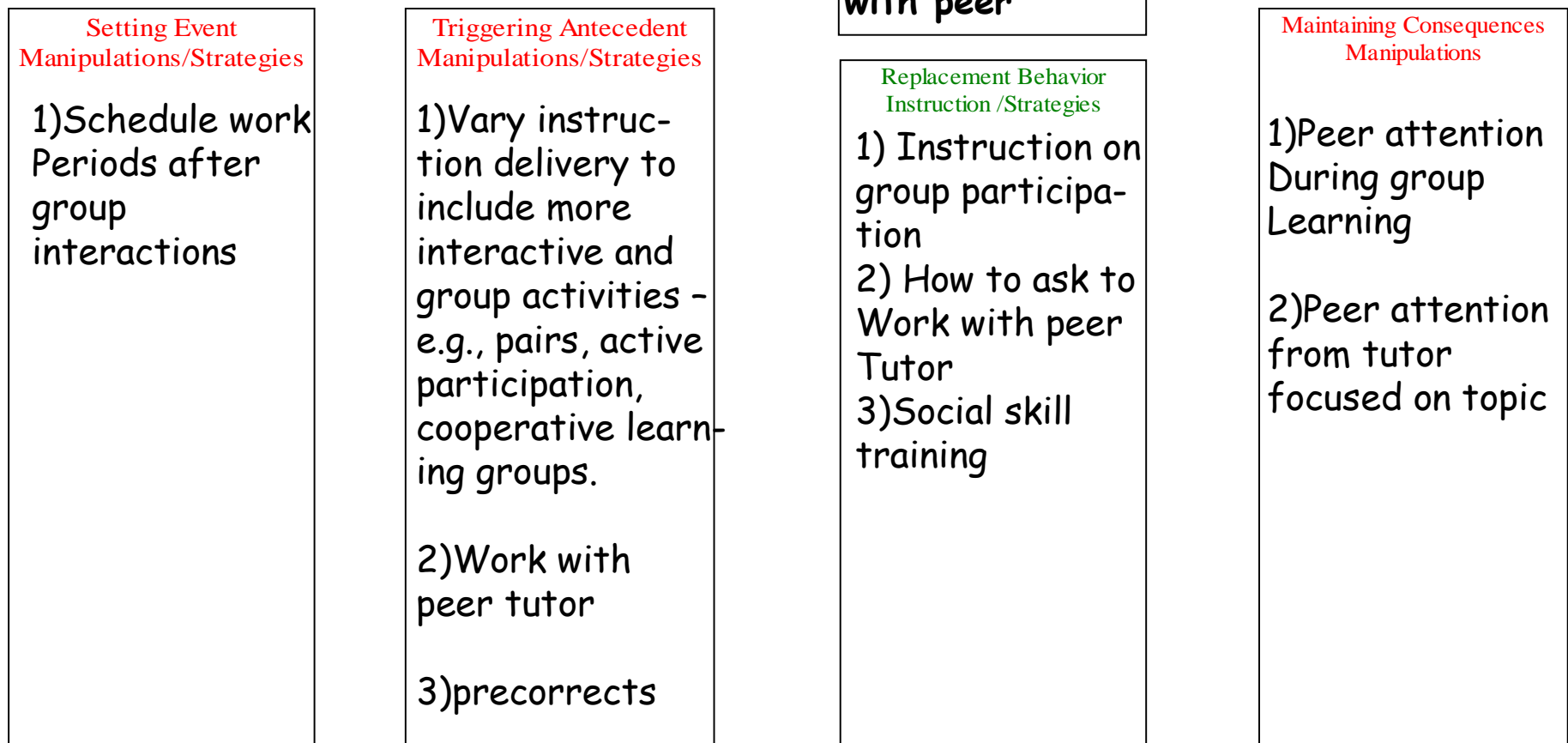
Behavior Support Planning

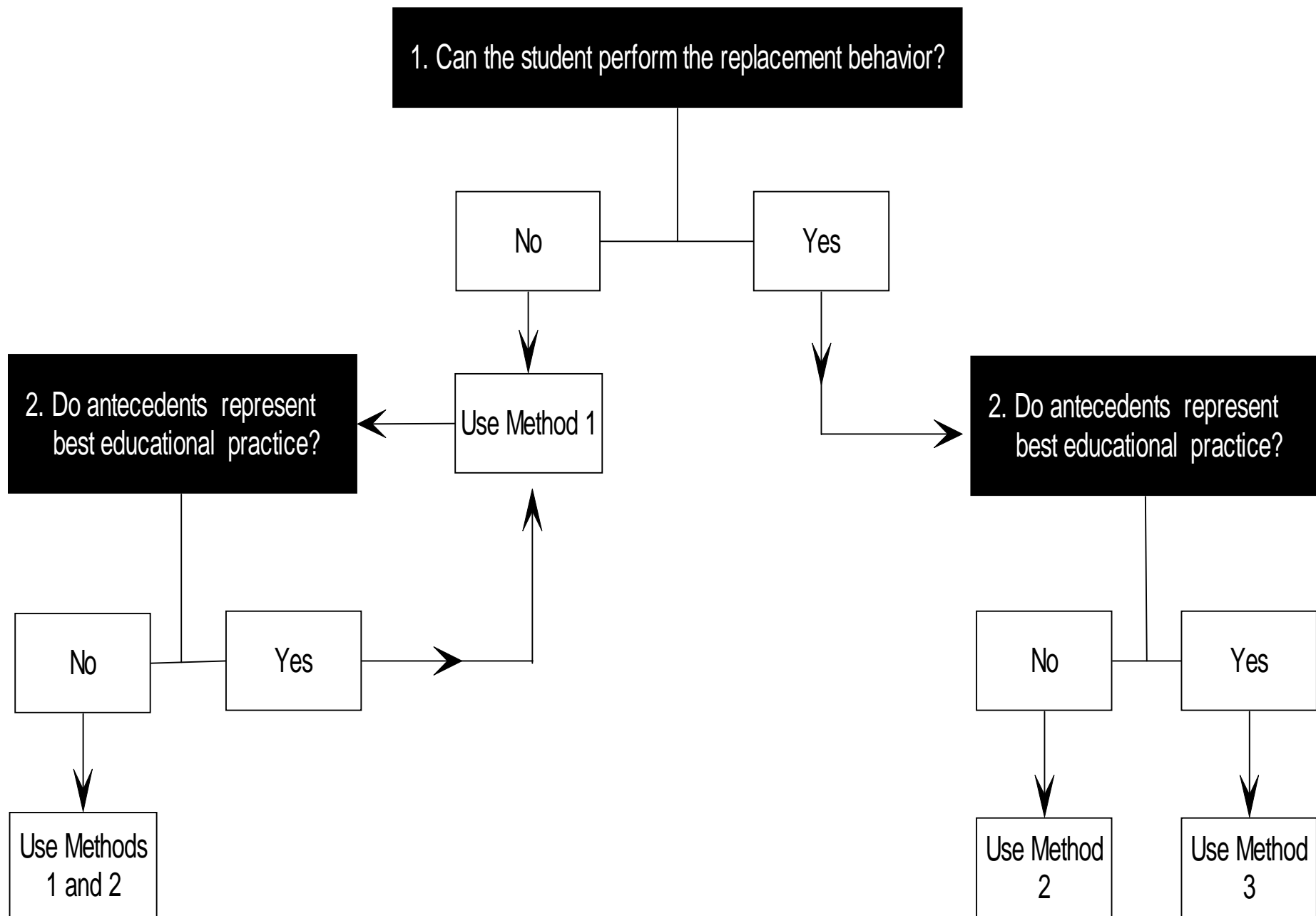


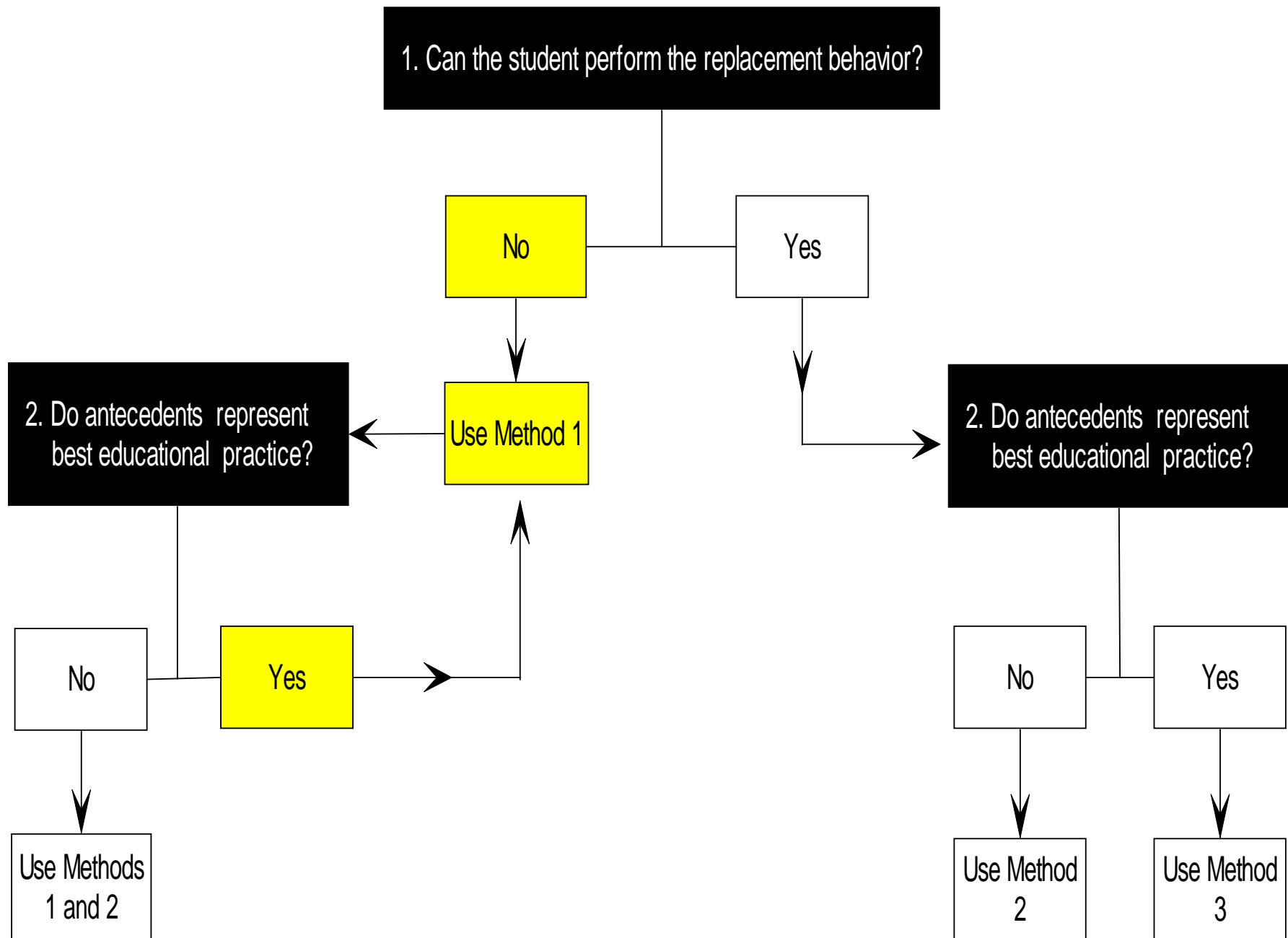
Competing Pathway



Behavior Support Planning







Intervention Method 1: Teaching the Replacement Behavior

Method 1 Elements	Resulting Intervention Elements
Adjust antecedent conditions so new behaviors are learned and aversive conditions avoided	
Provide appropriate reinforcement for replacement behavior	
Withhold the consequence that previously reinforced the target behavior	

Ronald

Statement of Function

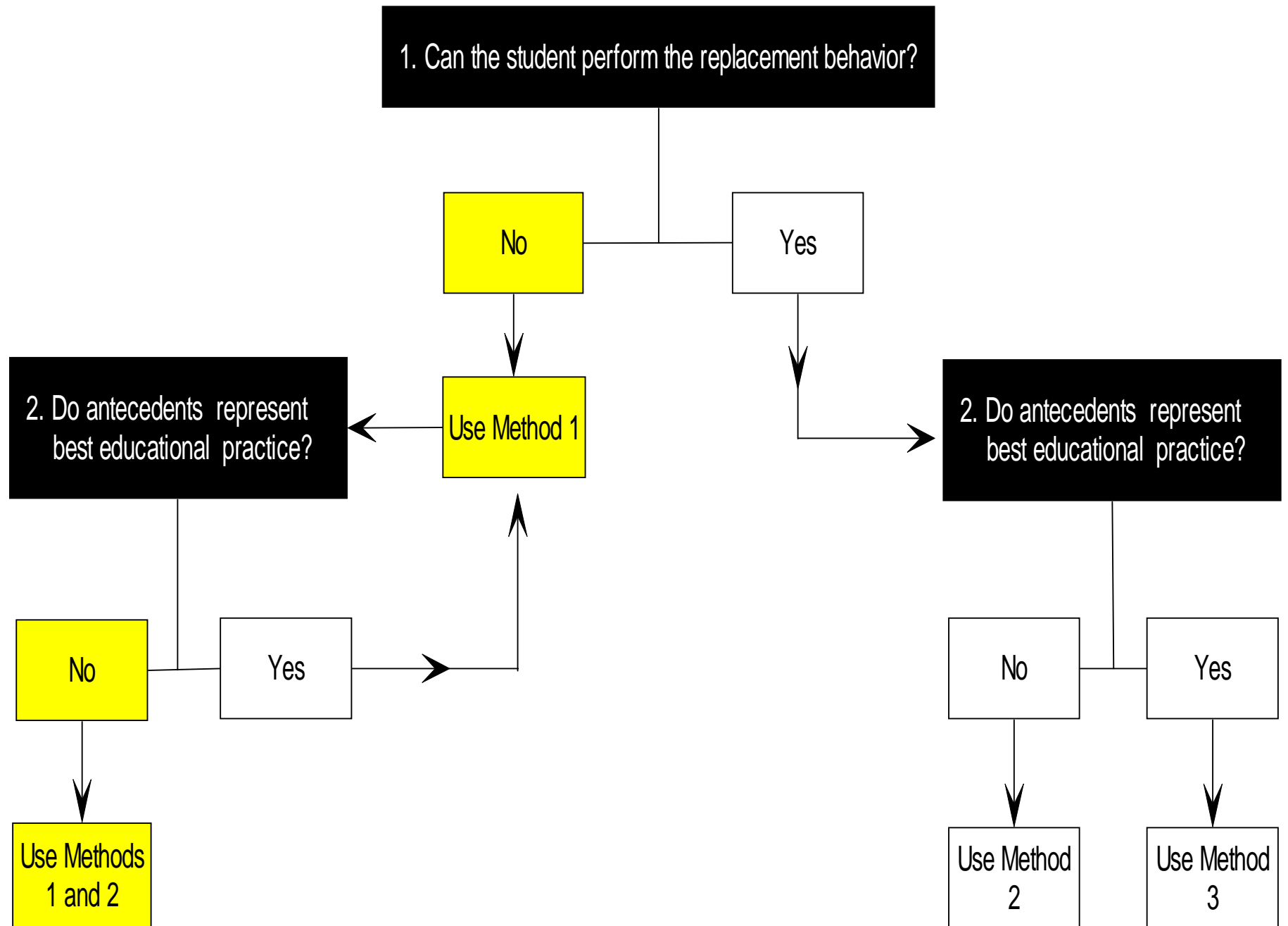
When peers refuse to allow Ronald to join a game and/or take control of the ball, he pushes, yells, and threatens to leave the area until he is allowed to join, is given the ball, or receives one-on-one attention from the adult supervising the area. Ronald's target behaviors are maintained by positive reinforcement – attention and positive reinforcement – activity.

Behavior Definitions

Target Behavior: *disruptive and aggressive behavior* = pushing, yelling, and attempts to leave area

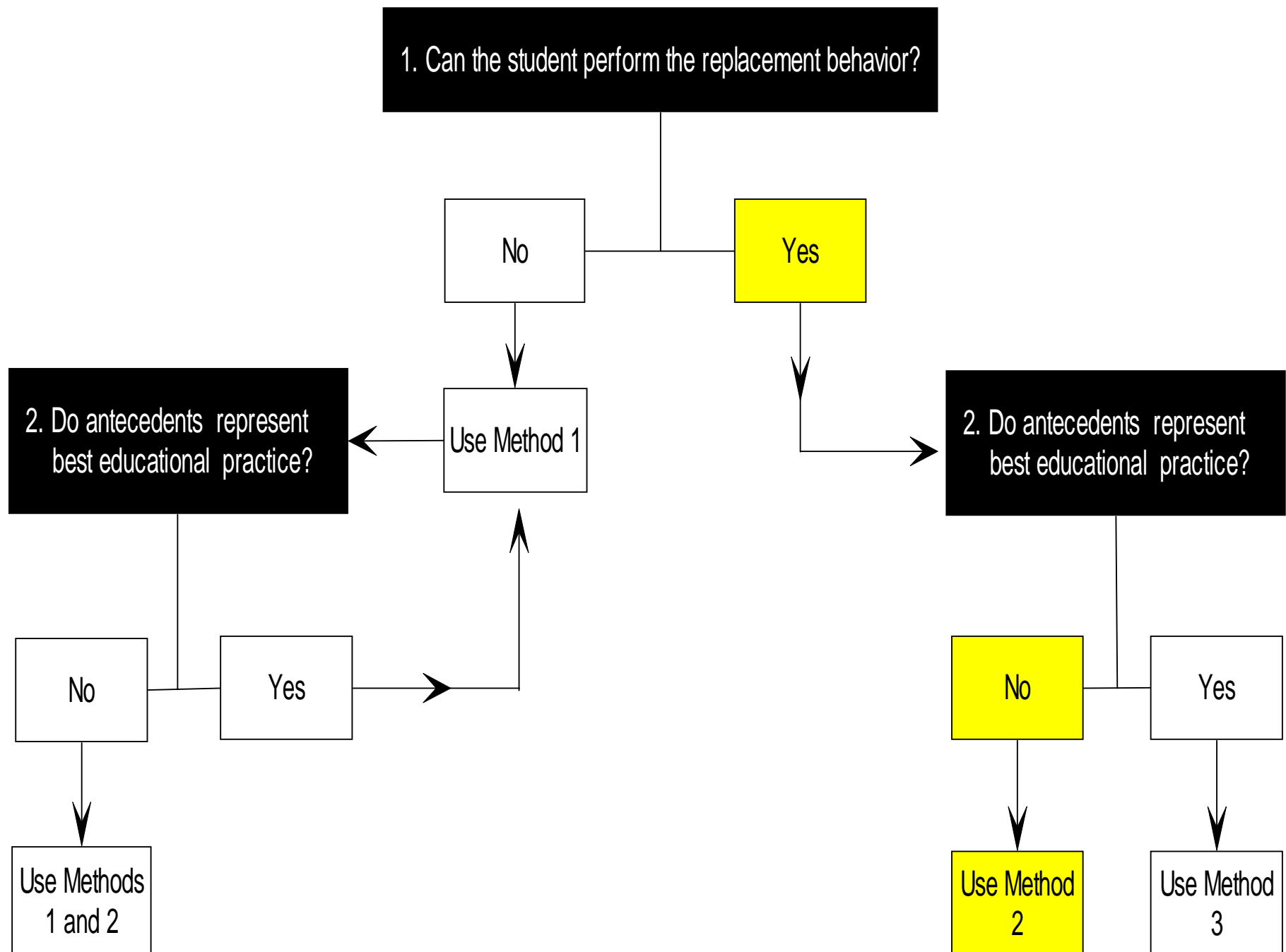
Replacement Behavior: *socially acceptable requests* = asking politely to join the group or get the ball while playing, waiting for a reply, and following game rules

Method Elements	Resulting Intervention Elements
<p>The antecedent conditions are adjusted so new behavior can be learned and aversive conditions can be avoided.</p>	<ol style="list-style-type: none"> 1) <i>Provide social skills instruction for Ronald (new behavior)</i> 2) <i>Adjust the antecedent condition so Ronald briefly rehearses appropriate social skills at the beginning of the class (new behavior)</i> 3) <i>Adjust the antecedent condition so social interactions are easier, such as breaking the class into smaller groups for games (aversive conditions avoided) and</i>
<p>Provide appropriate reinforcement for the replacement behavior.</p>	<ol style="list-style-type: none"> 4) <i>Provide positive reinforcement for appropriate interaction (asking permission to join, complimenting other students, etc.).</i>
<p>Withhold the consequence that previously reinforced the target behavior</p>	<ol style="list-style-type: none"> 5) <i>The antecedent adjustment (i.e. making social skills easier and teaching them to Ronald) removes the conditions that occasioned the target behavior so that it should no longer occur. If it does, ignore it.</i>



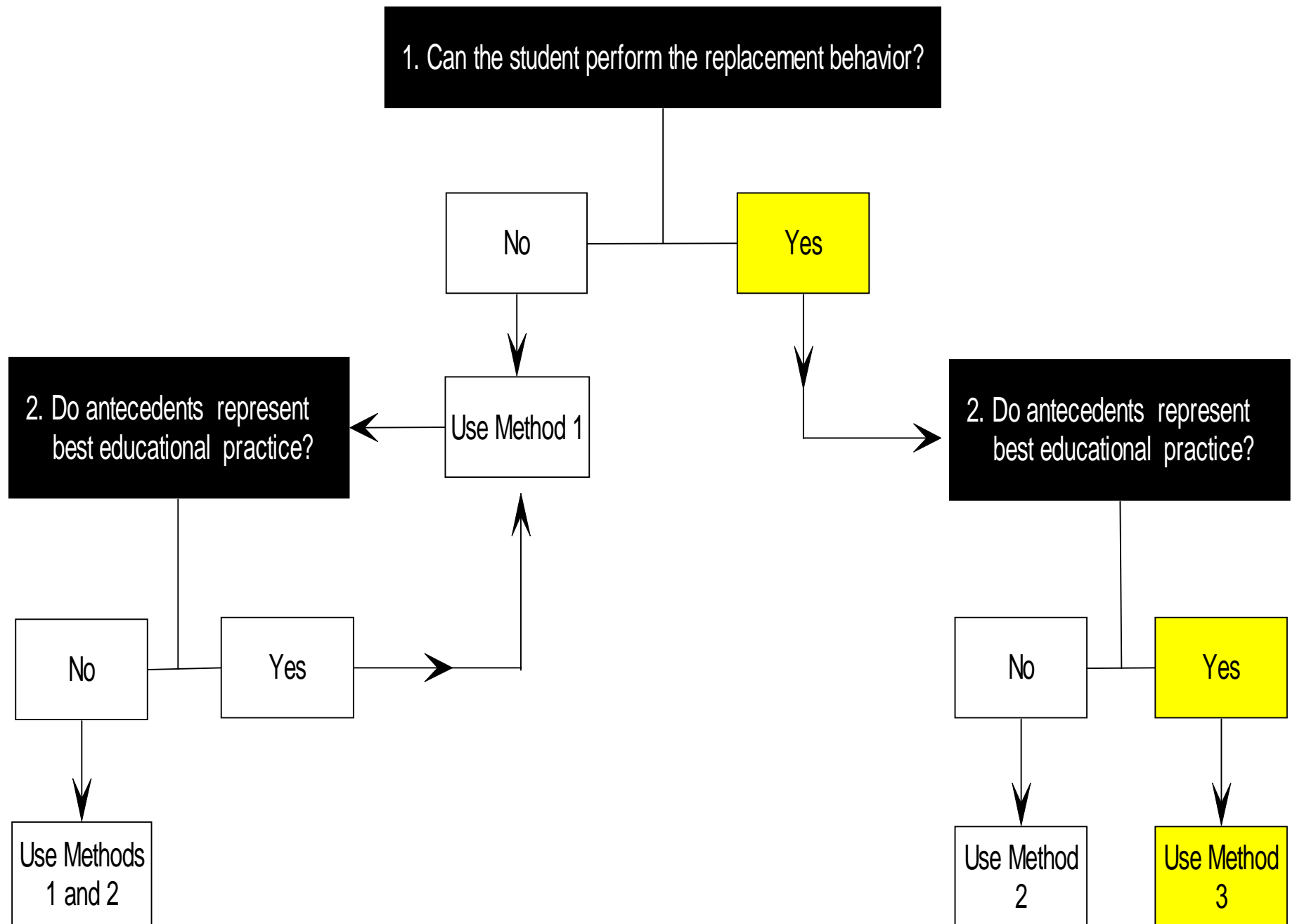
Intervention Method 1 and Method 2: Teaching the Replacement Behavior & Improve the Environment

Method 1 and 2 Elements	Resulting Intervention Elements
Adjust the antecedent conditions so new behaviors are learned and aversive conditions avoided. (Method 1)	
Adjust the antecedent conditions so that the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur. (Method 2)	
Provide positive reinforcement for the replacement behavior. (Method 1 and 2)	
Withhold the consequence that previously reinforced the target behavior when it occurs. (Method 1 and 2)	



Intervention Method 2: Improve the Environment

Method 2 Elements	Resulting Intervention Elements
Adjust the antecedent conditions so that the conditions that set the occasion for the target behavior are eliminated and the replacement behavior is more likely to occur;	
Provide appropriate reinforcement for the replacement behavior.	
Withhold the consequence that previously reinforced the target behavior when it occurs.	



Intervention Method 3: Adjust the Contingency

Method 3 Elements	Resulting Intervention Elements
Provide positive reinforcement for the replacement behavior.	
Adjust the antecedent conditions to make it more likely that the replacement behavior will occur.	
Withhold the consequence that previously reinforced the target behavior when it occurs.	

Advantages of Antecedent & Setting Event Interventions

- Prevent problem behavior
- Quick acting
- Correct faulty environment
- Enhance instructional environment

Bambara & Kern, 2005

Antecedent Interventions

Attention

- Schedule adult attention
- Schedule peer attention
- Increase proximity to student
- Provide preferred activity

Antecedent Interventions

Escape

- Adjust demand difficulty
- Offer choices
- Increase student preference/interest in activity
- Assure that activities have functional or meaningful outcomes
- Alter task length
- Modify mode of task completion
- Use behavioral momentum/task dispersion
- Increase predictability
- Modify instructional delivery

Antecedent Interventions

Tangible

- Provide a warning
- Schedule a transition activity
- Increase Accessibility

Sensory

- Provide alternative sensory reinforcement
- Enrich environment.

Replacement Skill Interventions

- Does the replacement skill require *less effort* than the problem behavior?
 - From the student's perspective, is it easy to use?
- Does the replacement skill produce *outcomes of the same quality or magnitude* of the problem behavior?
- Do others *respond immediately* when the student uses the replacement skill, especially during initial instruction?
- Are procedures in place to ensure that replacement skills are encouraged and *not inadvertently punished*.

Teaching Alternative Skills

- ***Replacement skills***: to provide student with an effective way of achieving the same outcome
- ***Coping & tolerance skills***: to teach socially acceptable ways of coping with situations that cannot be changed.
- ***General adaptive skills***: to expand social, communicative, and academic competence in order to prevent problem situations and help student pursue preferences & interests

Teaching Coping & General Adaptive Skills

- Anger control training
- Relaxation training
- Social problem solving
- Goal setting, self-monitoring and self-evaluation
- Self-cueing

Responding to Problem Behavior

Goals:

1. Reduce desirable outcomes for problem behavior
2. Prevent escalation of problem behavior
3. Provide natural or logical consequences
4. Teach alternative appropriate behavior

Description of Response Strategies

Strategy	How it works	Examples	Cautions
Instructional procedure	Teaches an alternative behavior	<ul style="list-style-type: none"> •Peer praise •Prompting •Discussion •Problem solving •Restitution 	<ul style="list-style-type: none"> •Attention provided for problem behavior •Skills must be part of behavioral repertoire
Extinction	Discontinues reinforcement for inappropriate behavior	<ul style="list-style-type: none"> •Planned ignoring 	<ul style="list-style-type: none"> •Increase in frequency of behavior •Escalation in severity of behavior
Differential reinforcement	Provides reinforcement for appropriate behavior	<ul style="list-style-type: none"> •Scheduled attention 	<ul style="list-style-type: none"> •Reinforcement may not be delivered when student wants or needs it
Negative punishment	Removes preferred items or activities	<ul style="list-style-type: none"> •Time owed •Removal of privileges or preferred activities 	<ul style="list-style-type: none"> •Escalation in severity of behavior
Positive punishment	Provides something unpleasant	<ul style="list-style-type: none"> •Feedback •Reprimand •Phone call home 	<ul style="list-style-type: none"> •Counter-aggression •Escalation in severity of behavior.

Juanita's Behavior Support Plan

Hypotheses:

1. When Juanita is given written assignments, she engages in off-task behavior, to escape.
2. When Juanita is given lengthy assignments, she engages in off-task behavior, to escape.
3. When Juanita has visited her father over the weekend, she engages in off-task behavior, to escape work (because of fatigue)
4. When Juanita is in unstructured situations with unfamiliar peers, she engages in inappropriate interactions, to gain their attention.

Antecedent/Setting Event Interventions	Alternative Skills	Responses to Problem Behavior	Long-term supports
<ul style="list-style-type: none"> -Minimize amount of written work; provide alternative strategy for work completion (e.g., tape recorder) -Break work into small increments. -Makes sure instructions are clear and explicit -Seat her near classmates in cafeteria; gradually introduce new people while prompting appropriate interactions. -Have her return home earlier on Sundays after visiting her father. 	<p><u>Replacement</u>: When independent assignments are given, teach her to request assistance when she feels overwhelmed with assignments or does not understand what she is supposed to do.</p> <p><u>General adaptive skills</u>: Provide social skills instruction, and prompt her to engage in appropriate interactions.</p> <p><u>Tolerance skills</u>: Gradually introduce her to new people.</p>	<ul style="list-style-type: none"> -At the first sign of off-task behavior, prompt her to request help; if behavior continues, brainstorm with her to determine why the assignment is problematic. -Require her to apologize to peers for inappropriate comments. -Provide all feedback quietly and discreetly. 	<p>Lifestyle changes:</p> <ul style="list-style-type: none"> •Enroll her in an after school sports program. •Identify a Big Sister for her who can spend time with her and serve as a role model. •Pair her with a “study buddy” whom she can phone for homework help. <p>Strategies to sustain support:</p> <ul style="list-style-type: none"> •Make sure future teachers implement classroom supports. •Meet monthly with her Mom to review progress and problem solve issues that occur at home.

Meaningful Outcomes	What do we expect to happen?	How will we measure?
Long-term and acceptable reductions in problem behaviors	<p>Juanita will decrease off-task behaviors during academics to less than 10%</p> <p>Juanita will engage in no inappropriate interactions with peers</p>	<p>Momentary time sampling of engagement every 10 minutes daily until goal reached; then fade to monthly observations thereafter.</p> <p>Two 5-minute observations, using a frequency count during lunchtime, daily until goal is reached; then fade to monthly observations thereafter.</p>
Increases in alternative skills	<p>Juanita will engage in academic activities and request assistance as needed.</p> <p>Juanita will complete all homework assignments</p> <p>Juanita will engage in appropriate interactions with new peers.</p>	<p>Record daily frequency of hand raising, until satisfied with progress.</p> <p>Teacher will determine number of assignments completed and missing, and report to parent biweekly.</p> <p>See above.</p>
Improvements in quality of life	<p>Juanita will participate in sporting or other activities she enjoys</p> <p>Juanita will develop friendships</p> <p>Juanita will be responsible for her home job list.</p>	<p>School counselor will monitor during scheduled meetings with Juanita and will contact volleyball coach and parent monthly.</p> <p>Counselor will ask Juanita to self-report and will contact mother and Big Sister monthly</p> <p>Counselor will contact mother monthly.</p>

Behavior Intervention Plan for Juanita

Behavioral Definitions

The *target behavior* is *off-task behavior*, which is defined as engaging in behavior that is incompatible with work completion, such as talking to classmates during seatwork, leaving her seat to roam the room, playing with objects, refusing to do her work, touching, pushing, yelling, complaining, and attempting to engage the teacher or aide in irrelevant discussion.

The *replacement behavior* is *on-task behavior*, which is defined as completing assigned work without disturbing others, and raising her hand to ask for assistance.

The *target behavior* is *harassing peers*, which is defined as name calling, taking other peoples things or asking irrelevant questions using sarcasm.

The *replacement behavior* is social skills to initiate conversations.

Baseline Data

During two observation periods of 10 minutes each, using a 30-second time sample, Juanita was off-task 65% of the intervals.

Function of the Behavior

When Juanita is given written assignments, she engages in off-task behavior, to escape.

When Juanita is given lengthy assignments, she engages in off-task behavior, to escape.

When Juanita has visited her father over the weekend, she engages in off-task behavior, to escape work (because of fatigue)

When Juanita is in unstructured situations with unfamiliar peers, she engages in inappropriate interactions, to gain their attention.

Behavioral Objective

Juanita will decrease off-task behaviors during academics to less than 10%

Juanita will engage in no inappropriate interactions with peers

Intervention Procedures

Antecedent Strategies

Minimize amount of written work; provide alternative strategy for work completion (e.g., tape recorder)

Break work into small increments.

Makes sure instructions are clear and explicit

Seat her near classmates in cafeteria; gradually introduce new people while prompting appropriate interactions.

Have her return home earlier on Sundays after visiting her father

Behavior Instruction

Replacement: When independent assignments are given, teach her to request assistance when she feels overwhelmed with assignments or does not understand what she is supposed to do.

General adaptive skills: Provide social skills instruction, and prompt her to engage in appropriate interactions.

Tolerance skills: Gradually introduce her to new people

Consequence Strategies

At the first sign of off-task behavior, prompt her to request help; if behavior continues, brainstorm with her to determine why the assignment is problematic.

Require her to apologize to peers for inappropriate comments.

Provide all feedback quietly and discreetly.

Data to be Collected

On Task: Momentary time sampling of engagement every 10 minutes daily until goal reached; then fade to monthly observations thereafter.

Peer Interactions: Two 5-minute observations, using a frequency count during lunchtime, daily until goal is reached; then fade to monthly observations thereafter.

Program Review Date

The Behavior Intervention Plan will be reviewed on May 20, 2005.

Crisis Management

- Crisis management is different from response interventions.
- In situations where there is serious risk of injury to self, others, or valuable property.
- Preliminary data indicate that crisis management procedures are overused and unnecessarily used (George, 2000).

Implementing & Monitoring Outcomes

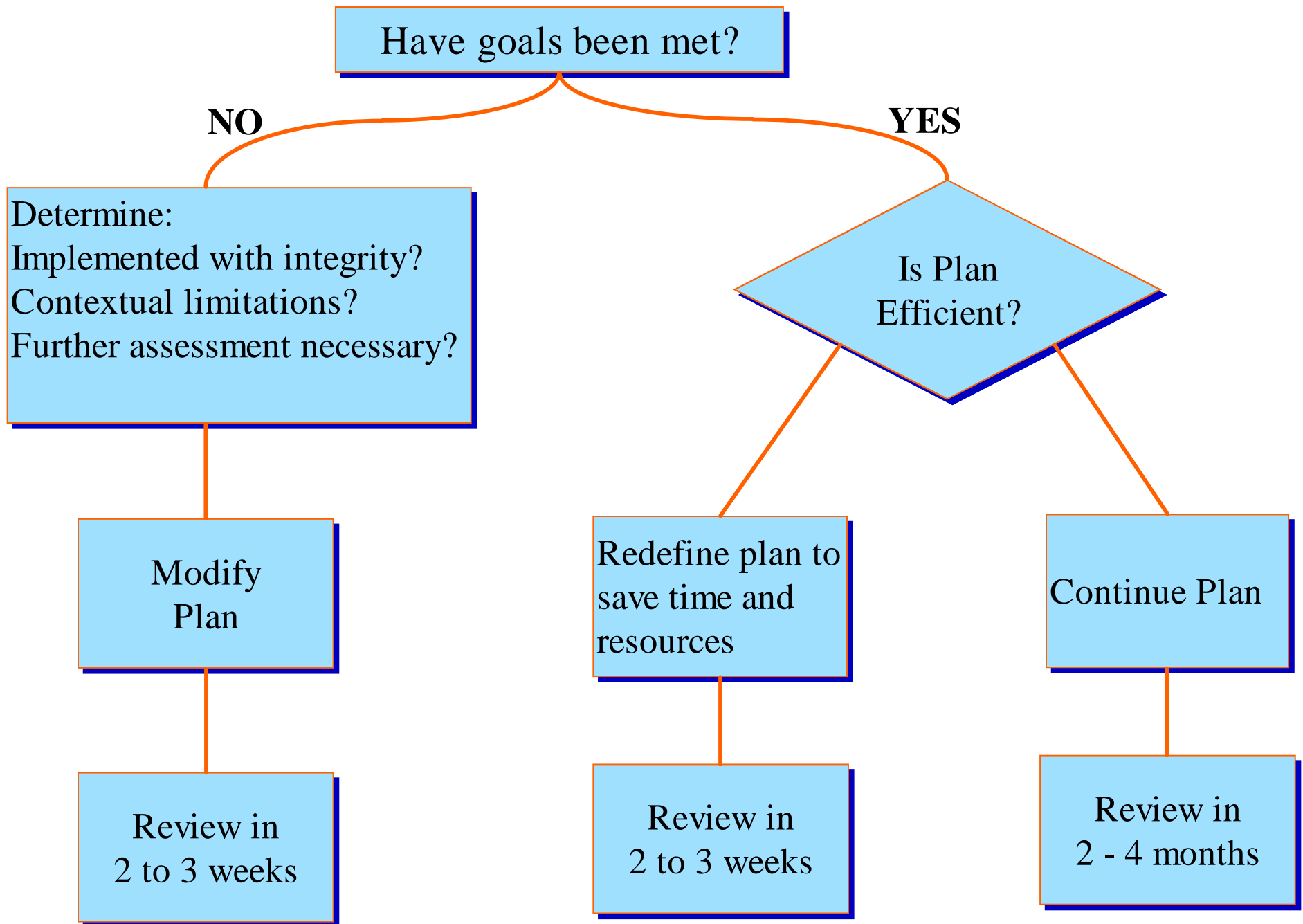
- Identify training and resources
- Monitor the plan
- Cycle of Support

Plan for Integrity of Implementation

- Teaching
- Coaching and feedback
- Scripts for adults to follow
- Data Collection
- Follow-up support meetings
- Follow up data evaluation

Monitor The Plan

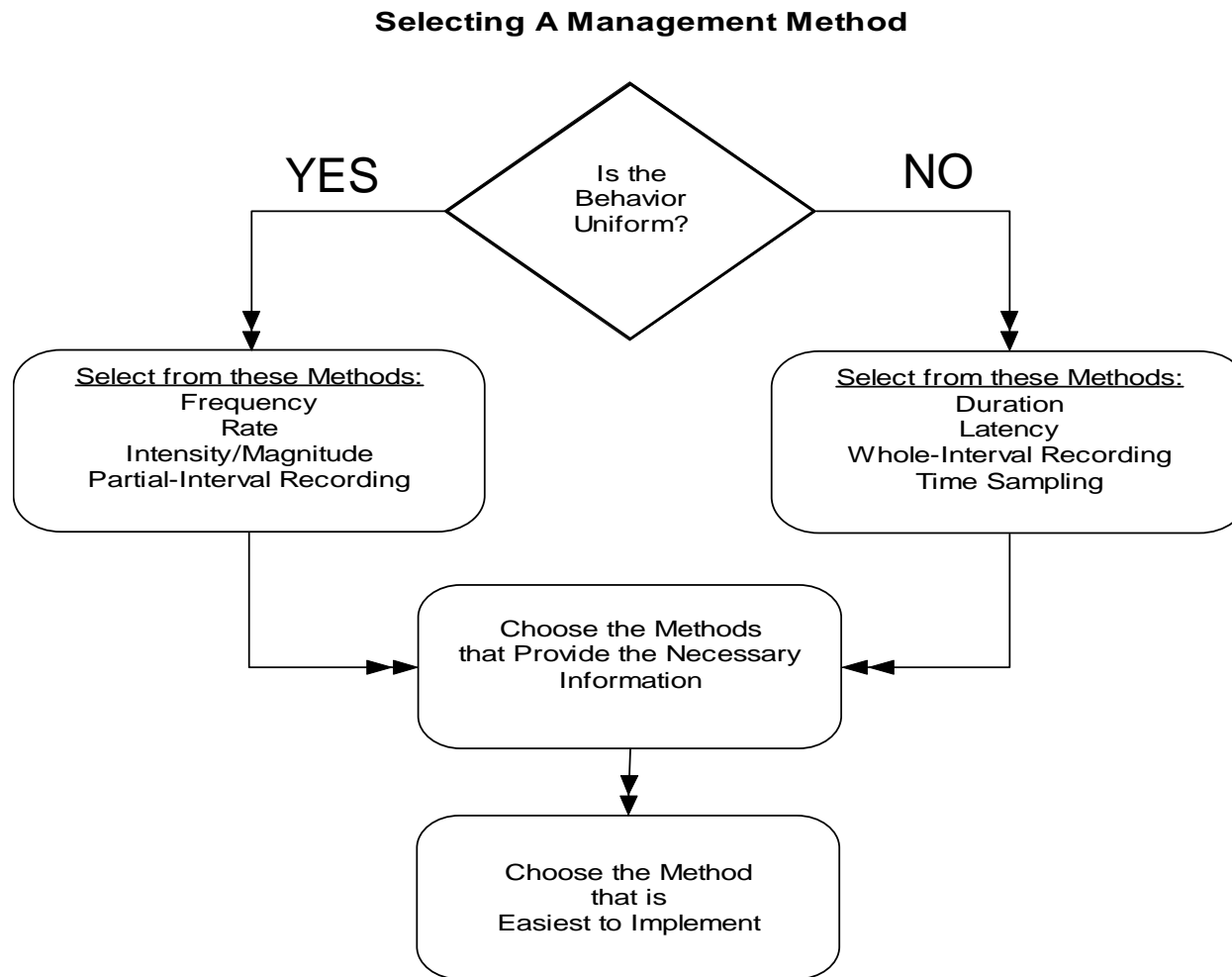
- Evaluate the effects of interventions comparing baseline data to data during intervention. Is your plan working?
- If y our plan is not working, consider some reasons why it might not be working. What changes are needed in your plan? Make those changes.
- If you plan is working, consider what you will do next. Will you simplify the plan to make it more efficient? Will you fade, change or terminate your interventions?
- Continue to implement your interventions until you feel they are no longer needed or no longer working.
- After terminating the plan, continue to collect data to determine whether any positive effects are maintained following plan-termination.



Data based Decisions

- Were goals of the support plan achieved?
- Was implementation done consistently and with integrity?
- Is more assessment needed?
- How should the plan be modified?

Data provide the only objective way to know whether or not an intervention is effective.



Amount or Frequency

Event recording

Behaviors that have a discrete beginning and end

Advantage

Easily converted into a graph

Can be reported in terms of rate to standardize for unequal observation times

Limitations

Requires behavior that occurs at a relatively stable level and is easy to count

Not useful when behavior occurs at high rates or for extended period of time

Student: Jimmy Observer: Mrs. Robbins--

Setting: Math Class Date: 2-1-06

Behavior: Profanity

Start: 10:05

Stop: 10:25

Total = 12 or .6 per minute

//// // //

Student: Jimmy Observer: Mrs. Robbins--

Total = 14 or .7 per minute

Setting: Math Class Date: 2-2-06

Behavior: Profanity

Start: 10:05

Stop: 10:25

//// // //

Interval recording

Behavior happens very frequently and lasts for a discrete period of time

- Requires undivided attention during intervals
- Watch student during entire interval
- Record whether behavior occurred
- Intervals are approximately 10 to 30 seconds each

Advantages

- Applies to virtually any target behavior
- Can be converted to percent
- Yields data of relative frequency and duration

Disadvantages

- requires accurate measure of behavior in relation to a small amount of time
- requires undivided attention

Student: Jimmy Observer: Ms. Smith

Setting: Math Class Date: 2-1-06

Behavior: Profanity

Start: 10:05

Stop: 10:15

10 minutes: 30-second intervals

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
+	+	+	-	-	-	-	-	-	+	-	+	-	-	+	+	-	+	-	+

+ = occurrence

- = non-occurrence

Summary

Profanity occurred during 9/20 = 45% of the intervals

Duration recording

How long the behavior lasts

Start timing when behavior starts

Stop when behavior ends

Advantages

produces a percentage

measures behaviors that occur at extremely high rates and/or extended periods of time

Limitations

requires discrete behaviors

requires a stopwatch

Latency recording

How long before the behavior starts

Measures how long it takes for behavior to begin

use a stopwatch or watch with a second hand

start timing when request for behavior is given

stop timing when behavior is initiated

Advantages

can easily be converted to an average

Limitations

requires discrete behavior

requires a stopwatch

Momentary Time Sampling

Set up time intervals

Observe behavior only at the end of the time interval

Record whether the behavior is or is not occurring at that particular time.

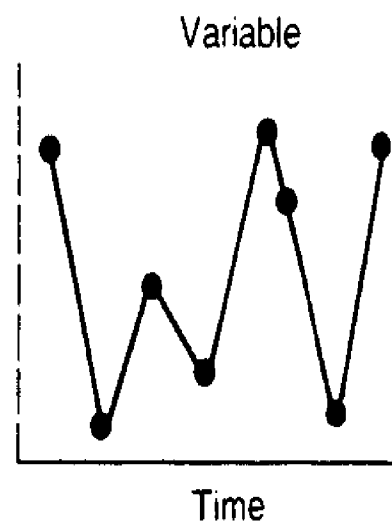
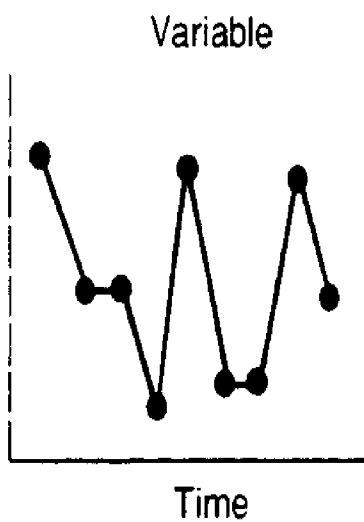
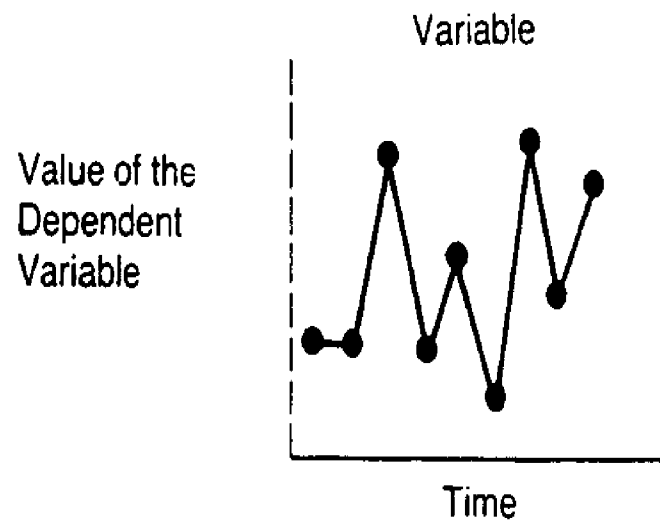
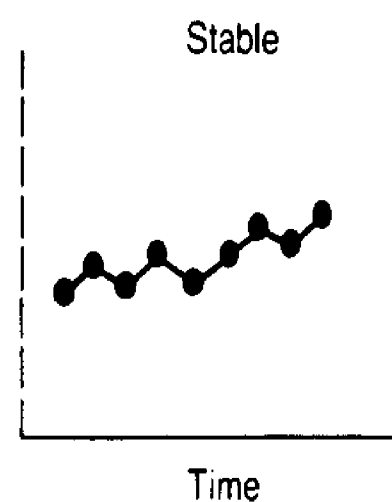
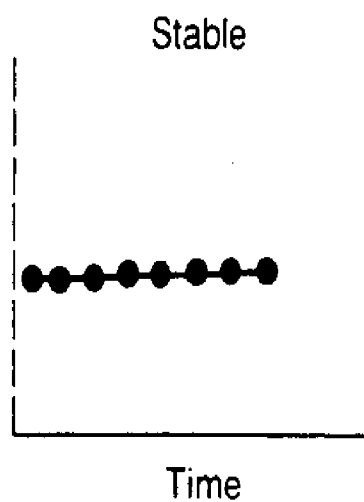
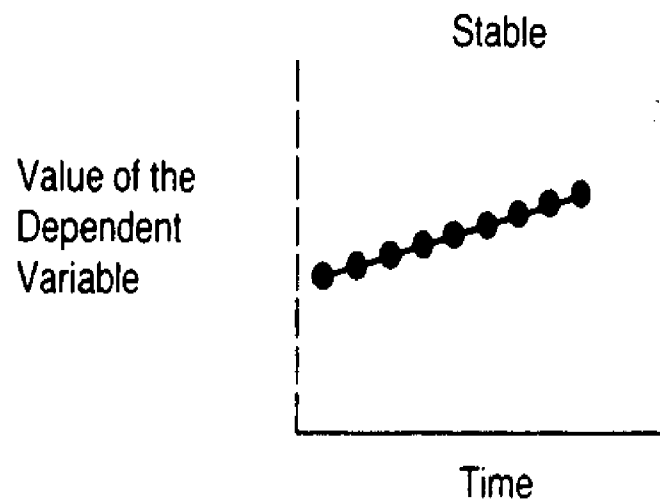
Advantages

Data can easily be converted to percent

Does not interrupt the delivery of instruction

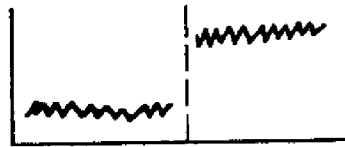
Limitations

requires a large number of observations to allow for interpretation of data



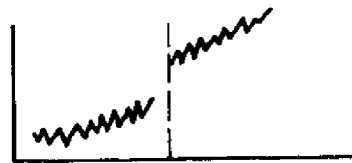
Value of the
Dependent
Variable

Change in Level



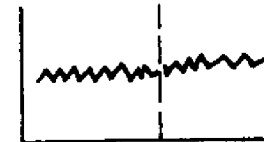
Time

Change in Level



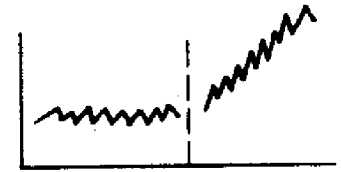
Time

No Change



Time

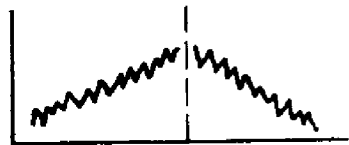
Change in Trend



Time

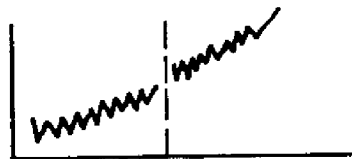
Value of the
Dependent
Variable

Change in Trend



Time

No Change



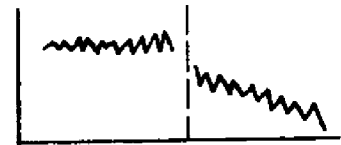
Time

Change in Level
and Trend



Time

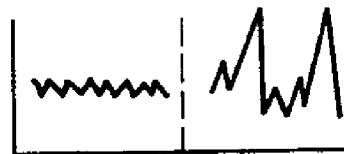
Change in Level
and Trend



Time

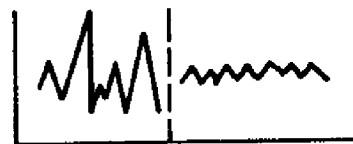
Value of the
Dependent
Variable

Change from Stability
to Variability



Time

Change from Variability
to Stability



Time

*Potential
Changes
Across
Conditions*

6 Step Process

1. Identify goals for intervention
2. Gather information
3. Develop hypothesis
4. Design support plan
5. Test the intervention
6. Implement and monitor outcomes

Function Based Individual Student Support

Lori Newcomer, Ph.D.

University of Missouri

OSEP Center on PBIS

Center for Adolescent Research in Schools

NewcomerL@Missouri.edu